

## **Suggested Course Syllabus Format for Teacher Education Courses**

Course syllabi prepared for the Fall Semester, 2002 will need to conform to the format that follows and be forwarded electronically to Linda Gleckel in Caudell Hall 110 preferably through an e-mail attachment. Syllabi should include the following information that will document several of the standards of the National Council for the Accreditation of Teacher Education (NCATE):

**Conceptual Framework Graphic:** All syllabi (with the exception of courses in the Educational Leadership and Facilitation program) distributed to teacher education candidates in professional education courses (undergraduate and graduate) must include the Learner/Content/Pedagogy Graphic like the one illustrated at the top of this page. Disks with the seven different versions of the graphic have been delivered to department offices. An electronic copy and explanation of the graphic has been included in this email message as well.

**Course Number and Title:** (e.g., AED 200: Fundamentals of Art Inquiry)

**Instructor Information:** (Your name, office number, office phone, office hours, and e-mail address)

**Course Description:** (Could use the college catalog description.)

**Relationship to the Conceptual Model:** (A written narrative that describes how the course content is related to the conceptual model; specific reference should be made to critical elements of the model that are highlighted in the graphic.)

**Critical Knowledge/Skill Areas:** (Preferred, but optional.)

**Diversity:** (Provide a statement/description of how issues of effective educational practice in culturally pluralistic settings are addressed in this course.)

**Technology:** (Provide two statements [1] a description of the instructional technologies that are employed in the instruction of this course--as models of good instructional practice; and [2] a description of the skills that are developed in students regarding uses of instructional technology.)

**Dealing with Exceptional Learners:** (Provide a statement describing what knowledge/skills are imparted to students regarding effective instructional practices with exceptional learners in regular classroom settings)

**Student Outcomes:** (Course objectives, i.e. what students should be able to do as a result of taking this course.)

**Topical Outline:** (The topical outline may be included in a course schedule that illustrates topics to be presented/discussed on specific dates during the semester.)

**Course Requirements/Grading Policy:**

Attendance/Lateness policy

The college academic calendar reflects class scheduling on certain religious holidays. New York state policy sets guidelines for institutions with respect to religious holidays. The Undergraduate Catalog contains a complete statement of those guidelines. At Buffalo State College, we sharpen the mandate of the state and endorse the policy that the administration of evaluative examinations on Rosh Hashanah, Yom Kippur, and Good Friday is not permitted.

Class participation

Missed exams or assignments

Policy regarding the use of cell phones and pagers

Lab safety/health

**Required/Recommended Texts, Reading, Material:**

Departments/programs may have already developed statements addressing the following areas and should feel free to use their own statements.

**Behavior:** (Optional) One of the following statements with consequences for inappropriate behavior could be included in syllabi if appropriate.

"All students are expected to comport themselves in a manner that does not convey to others in the college community any disrespect, intolerance, or rude behavior based on age, race, religion, color, national origin, gender, sexual orientation, disability, or marital, veteran, or socioeconomic status. All members of the college community are expected to contribute to the college environment to move the college community in the direction of respect for all".

and/or

"The instructor may have removed from the classroom anyone who, in the instructor's opinion, is disrupting the educational process, and pursue formal changes against the student under the college judicial system, pursuant to Buffalo State College's Procedure Regarding Disruptive Individuals."

Policy Regarding the Use of Cell Phones: (Optional)

Academic Dishonesty Policy: (Optional)

Faculty/departments may want to draft a policy regarding consequences regarding plagiarism, cheating on examinations, multiple submission of the same work, unauthorized collaboration, falsification and/or any other violation of academic integrity.

Accommodations for Students with Disabilities: (Optional) It is recommended that the following statement regarding students with disabilities be included in course syllabi:

"If you have a disability or suspect that you have a disability that requires any type of accommodation to fulfill the requirements of this course, please contact the Office of Special Services for Students with Disabilities at 878-4500."

Other: (Optional) You can include other information as you desire such as a bibliography and/or a description of available support services.

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Technology:

Dealing with Exceptional Learners:

Student Outcomes:

Topical Outline

Course Requirements/Grading Policy:

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"The instructor may have removed from the classroom anyone who, in the instructor's opinion, is disrupting the educational process, and pursue formal changes against the student under the college judicial system, pursuant to Buffalo State College's Procedure Regarding Disruptive Individuals."

Use of Cell Phones:

Academic Honesty Policy:

Accommodations for Students with Disabilities:

“If you have a disability or suspect that you have a disability that requires any type of accommodation to fulfill the requirements of this course, please contact the Office of Special Services for Students with Disabilities at 878-4500.”

Other: